



U.S. Department of Justice

Federal Bureau of Investigation

Washington, D.C. 20535

March 18, 2008

MR WILLIAM J MAXWELL
DEPARTMENT OF ENGLISH
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
608 SOUTH WRIGHT STREET
URBANA, IL 61801

Subject: FULLER, HOYT (WILLIAM)

FOIPA No. 1059115- 001

Dear Requester:

The enclosed documents were reviewed under the Freedom of Information/Privacy Acts (FOIPA), Title 5, United States Code, Section 552/552a. Deletions have been made to protect information which is exempt from disclosure, with the appropriate exemptions noted on the page next to the excision. In addition, a deleted page information sheet was inserted in the file to indicate where pages were withheld entirely. The exemptions used to withhold information are marked below and explained on the enclosed Form OPCA-16a:

Section 552

- ☐ (b)(1)
- ☒ (b)(2)
- ☐ (b)(3) _____
- _____
- _____
- _____
- ☐ (b)(4)
- ☐ (b)(5)
- ☒ (b)(6)

Section 552a

- ☐ (b)(7)(A)
- ☐ (b)(7)(B)
- ☒ (b)(7)(C)
- ☒ (b)(7)(D)
- ☐ (b)(7)(E)
- ☐ (b)(7)(F)
- ☐ (b)(8)
- ☐ (b)(9)
- ☐ (d)(5)
- ☐ (j)(2)
- ☐ (k)(1)
- ☐ (k)(2)
- ☐ (k)(3)
- ☐ (k)(4)
- ☐ (k)(5)
- ☐ (k)(6)
- ☐ (k)(7)

188 **page(s)** were reviewed and 157 **page(s)** are being released.

☐ Document(s) were located which originated with, or contained information concerning other Government agency(ies) [OGA]. This information has been:

- ☐ referred to the OGA for review and direct response to you.
- ☐ referred to the OGA for consultation. The FBI will correspond with you regarding this information when the consultation is finished.

☒ You have the right to appeal any denials in this release. Appeals should be directed in writing to the Director, Office of Information and Privacy, U.S. Department of Justice, 1425 New York Ave., NW, Suite 11050, Washington, D.C. 20530-0001 within sixty days from the date of this letter. The envelope and the letter should be clearly marked "Freedom of Information Appeal" or "Information Appeal." Please cite the FOIPA number assigned to your request so that it may be easily identified.

☐ The enclosed material is from the main investigative file(s) in which the subject(s) of your request was the focus of the investigation. Our search located additional references, in files relating to other individuals, or matters, which may or may not be about your subject(s). Our experience has shown, when ident, references usually contain information similar to the information processed in the main file(s). Because of our significant backlog, we have given priority to processing only the main investigative file(s).

If you want the references, you must submit a separate request for them in writing, and they will be reviewed at a later date, as time and resources permit.

☒ See additional information which follows.

Sincerely yours,



David M. Hardy
Section Chief
Record/Information
Dissemination Section
Records Management Division

Enclosure(s)

A search of the indices to our central records system files at FBI Headquarters revealed that the subject of your request has not been the subject of an FBI investigation, however, cross-references were located wherein his name is mentioned in a file concerning another individual, organization, event, activity, or the like.

For your information, records that may be responsive to your Freedom of Information Act request have been transferred to the National Archives. You may desire to direct a request to the National Archives, 8601 Adelphi Road, College Park, Maryland 20740-6001.

EXPLANATION OF EXEMPTIONS

SUBSECTIONS OF TITLE 5, UNITED STATES CODE, SECTION 552

- (b)(1) (A) specifically authorized under criteria established by an Executive order to be kept secret in the interest of national defense or foreign policy and (B) are in fact properly classified to such Executive order;
- (b)(2) related solely to the internal personnel rules and practices of an agency;
- (b)(3) specifically exempted from disclosure by statute (other than section 552b of this title), provided that such statute(A) requires that the matters be withheld from the public in such a manner as to leave no discretion on issue, or (B) establishes particular criteria for withholding or refers to particular types of matters to be withheld;
- (b)(4) trade secrets and commercial or financial information obtained from a person and privileged or confidential;
- (b)(5) inter-agency or intra-agency memorandums or letters which would not be available by law to a party other than an agency in litigation with the agency;
- (b)(6) personnel and medical files and similar files the disclosure of which would constitute a clearly unwarranted invasion of personal privacy;
- (b)(7) records or information compiled for law enforcement purposes, but only to the extent that the production of such law enforcement records or information (A) could be reasonably be expected to interfere with enforcement proceedings, (B) would deprive a person of a right to a fair trial or an impartial adjudication, (C) could be reasonably expected to constitute an unwarranted invasion of personal privacy, (D) could reasonably be expected to disclose the identity of confidential source, including a State, local, or foreign agency or authority or any private institution which furnished information on a confidential basis, and, in the case of record or information compiled by a criminal law enforcement authority in the course of a criminal investigation, or by an agency conducting a lawful national security intelligence investigation, information furnished by a confidential source, (E) would disclose techniques and procedures for law enforcement investigations or prosecutions, or would disclose guidelines for law enforcement investigations or prosecutions if such disclosure could reasonably be expected to risk circumvention of the law, or (F) could reasonably be expected to endanger the life or physical safety of any individual;
- (b)(8) contained in or related to examination, operating, or condition reports prepared by, on behalf of, or for the use of an agency responsible for the regulation or supervision of financial institutions; or
- (b)(9) geological and geophysical information and data, including maps, concerning wells.

SUBSECTIONS OF TITLE 5, UNITED STATES CODE, SECTION 552a

- (d)(5) information compiled in reasonable anticipation of a civil action proceeding;
- (j)(2) material reporting investigative efforts pertaining to the enforcement of criminal law including efforts to prevent, control, or reduce crime or apprehend criminals;
- (k)(1) information which is currently and properly classified pursuant to an Executive order in the interest of the national defense or foreign policy, for example, information involving intelligence sources or methods;
- (k)(2) investigatory material compiled for law enforcement purposes, other than criminal, which did not result in loss of a right, benefit or privilege under Federal programs, or which would identify a source who furnished information pursuant to a promise that his/her identity would be held in confidence;
- (k)(3) material maintained in connection with providing protective services to the President of the United States or any other individual pursuant to the authority of Title 18, United States Code, Section 3056;
- (k)(4) required by statute to be maintained and used solely as statistical records;
- (k)(5) investigatory material compiled solely for the purpose of determining suitability, eligibility, or qualifications for Federal civilian employment or for access to classified information, the disclosure of which would reveal the identity of the person who furnished information pursuant to a promise that his/her identity would be held in confidence;
- (k)(6) testing or examination material used to determine individual qualifications for appointment or promotion in Federal Government service the release of which would compromise the testing or examination process;
- (k)(7) material used to determine potential for promotion in the armed services, the disclosure of which would reveal the identity of the person who furnished the material pursuant to a promise that his/her identity would be held in confidence.

FEDERAL BUREAU OF INVESTIGATION
FOIPA
DELETED PAGE INFORMATION SHEET

Serial Description ~ COVER SHEET

Total Deleted Page(s) ~ 28

Page 29 ~ Duplicate
Page 30 ~ Duplicate
Page 31 ~ Duplicate
Page 32 ~ Duplicate
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FEDERAL BUREAU OF INVESTIGATION
FOIPA
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Serial Description ~ COVER SHEET

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Page 7 ~ Duplicate
Page 8 ~ Duplicate
Page 9 ~ Duplicate

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FBI

Date: MAR 25 1974

Transmit the following in _____
(Type in plaintext or code)

Via AIRTEL _____
(Priority)

TO: DIRECTOR, FBI (157-16554)
FROM: SAC, CHICAGO (157-5576) (P)
SUBJECT: CONGRESS OF AFRICAN PEOPLE (CAP)
EM

OO: Newark

Re Chicago airtel to Newark dated 2/15/74.

Enclosed for the Bureau are eight (8) copies of an LHM dated and captioned as above. Two copies of this LHM are being furnished to Newark as Office of Origin regarding captioned matter. An information copy of this LHM is being furnished to those offices that may have an interest in the planned CAP conference in Chicago to be held 3/30-31/74.

- ② - Bureau (Enc. 8) (RM)
- 2 - Newark (Enc. 2) (157-4654) (RM)
- 1 - Cincinnati (Enc. 1) (Info.) (RM)
- 1 - Cleveland (Enc. 1) (Info.) (RM)
- 1 - Detroit (Enc. 1) (Info.) (RM)
- 1 - Indianapolis (Enc. 1) (Info.) (RM)
- 1 - Kansas City (Enc. 1) (Info.) (RM)
- 1 - Louisville (Enc. 1) (Info.) (RM)
- 1 - Milwaukee (Enc. 1) (Info.) (RM)
- 1 - Minneapolis (Enc. 1) (Info.) (RM)
- 1 - Omaha (Enc. 1) (Info.) (RM)
- 1 - St. Louis (Enc. 1) (Info.) (RM)
- 1 - Springfield (Enc. 1) (Info.) (RM)
- 1 - Chicago 2 - *Chgo Dir (ISS + Sec)*

JPM/ams
(16)

Approved: _____
Special Agent in Charge

ALL INFORMATION
HEREIN IS UNCLASSIFIED
EXCEPT WHERE SHOWN
OTHERWISE

U.S. Government Printing Office: 1972 - 455-574

CG 157-5576

A copy of this LHM is being furnished to
United States Secret Service, Chicago. U

The following sources were utilized in enclosed
LHM: U



First Source
Second Source

b2
b7D

A review of the files of the Chicago Office
failed to reveal any information concerning [redacted]
[redacted] who is mentioned in enclosed LHM. U

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b7C

Chicago will follow this matter and pertinent
information concerning the CAP conference will be furnished
to the Bureau and interested offices. U



UNITED STATES DEPARTMENT OF JUSTICE

FEDERAL BUREAU OF INVESTIGATION
219 South Dearborn Street

MAR 25 1974

In Reply, Please Refer to
File No. CG 157-5576

CONGRESS OF AFRICAN PEOPLE

The Congress of African People (CAP), headquartered in Newark, New Jersey, was founded as a black separatist organization in Atlanta, Georgia, in September, 1970, at the fourth annual gathering of advocates of black power in the United States. CAP's basic goal is the global expression of black nationalism through the promotion of Pan-Africanism. CAP has in the past advocated the creation of a political force capable of seizing power from the existing political force through massive programs of disruption, violence, if necessary, and the establishment of independent black institutions. U

On March 21, 1974, a source advised that the Midwest Congress of African People (CAP), is planning a conference to be held at Hirsch High School, Chicago, Illinois, during the period March 30-31, 1974: U

There will be eight workshops as listed below: U

1. Politics
2. National Liberation
3. Economics and Budgeting
4. Education and Institutional Development
5. History and Struggle
6. Social Organization
7. Youth Development
8. Communication

~~ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 10/10/00 BY 60324 UC BAW/STP/CLS~~

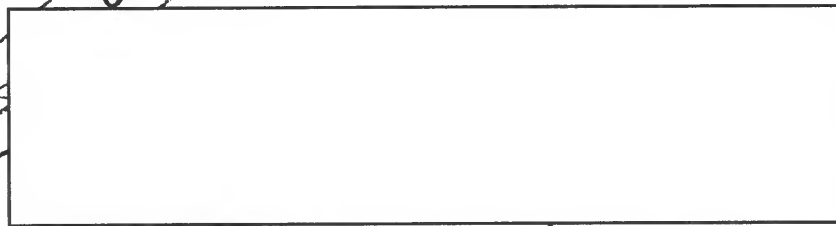
Sources whose identities are concealed herein have furnished reliable information in the past except where otherwise noted. U

This document contains neither recommendations nor conclusions of the FBI. It is the property of the FBI and is loaned to your agency; it and its contents are not to be distributed outside your agency. U

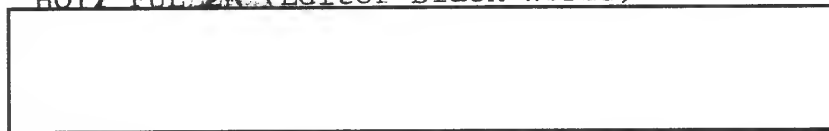
100-100000

CONGRESS OF AFRICAN PEOPLE

Featured speakers and workshop coordinators are listed below: U




HOYT FULLER (Editor Black World)



It is expected that individuals representing a variety of viewpoints concerning the problems of blacks in Africa and the United States will attend. U

The stated purpose of this conference is "To give concrete functional information along the line of ideology, organization, communications, and resources as the four basis of movement toward liberation and to alert potential members as well as the general black community to the policies and programs of the CAP." U

To date, there is no indication as to the number of persons who may be expected to attend this conference. Accommodations for out of town attendees will be their own responsibility. U

 and Political Liberation Minister and a member of the Executive Committee of CAP. U

 and a member of the Executive Committee of CAP. U

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CONGRESS OF AFRICAN PEOPLE

[redacted]
[redacted] and a member of the Executive Committee of CAP. U

[redacted]
[redacted] and a member of the Executive Committee
of CAP. U

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[redacted]
The "Black Express" is a local newspaper published
in Chicago directed to black readers. U

"Black World" is published monthly by Johnson
Publishing Company, 820 South Michigan Avenue, Chicago.
The magazine prints a variety of articles of interest to
black readers. U

Radio Station WVON (Voice of the Negro), is a
local Chicago station. U

On November 2, 1970, a second source furnished
information concerning persons associated with the organi-
zational structure of CAP. Included was information to the
effect that [redacted] was
included on the CAP Work Council. U JLL.

[redacted] is a free lance writer who concentrates on
material concerning African culture. U

~~CONFIDENTIAL~~

DECLASSIFIED BY 60296/LE/ML/XX
ON 7/15/02
NLS 02-176

~~CONFIDENTIAL~~

1 - Mr. DeLoach
1 - Mr. Bishop
1 - Mr. Sullivan
1 - Mr. Bland
1 - Mr. C.D. Brennan
1 - [redacted]

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b7c

REC- 60 / 100 431100 / 1 August 15, 1967

EX 101 STUDENT NONVIOLENT COORDINATING COMMITTEE

There is set forth below a summary of current and planned future activities of the Student Nonviolent Coordinating Committee and its leaders.

Activities of H. Rap Brown

Classified by SP-10-SC
Declassify on: OADR 11-19-86
1252-028

It was previously reported that H. Rap Brown, National Chairman of the Student Nonviolent Coordinating Committee, spoke at a rally at Jacksonville, Florida, on August 9, 1967. Florida Governor Claude Kirk, who was present at the rally, subsequently stated that Brown did not have sense enough to start a riot.

A source, who was with Brown after the rally, has advised that the Governor's remark infuriated Brown. Brown stated, "What he has done is he is challenging the black power." Brown, according to the source, took the Governor's comment as a personal challenge and indicated to the source that he might return to Jacksonville "in about two weeks." (JN TEL 8/11/67 re possible racial disturbance in JN)

On August 13, 1967, Brown was the featured speaker at a rally sponsored by US at Los Angeles, California. US is a militant black nationalist group. Observers have advised that Brown made a mild speech and was received very coolly by the 400 individuals who attended the rally.

The Bogalusa Voters League, a civil rights group, Bogalusa, Louisiana, is sponsoring a march from Bogalusa to Baton Rouge, Louisiana. The marchers plan to arrive in Baton Rouge on August 19, 1967, where they plan to hold a rally on the campus of Southern University. Brown will be the principal speaker at the rally. (NC TEL 8/14/67 re possible march - Bogalusa, LA)

~~CONFIDENTIAL~~
GROUP 1

100-439190
1 - Bufile 100-446080 Excluded from automatic
1 - Bufile 105-168197 downgrading and
SAW:des declassification
(20)

SEE NOTE PAGE 4.

MAIL ROOM ☐ TELETYPE UNIT ☐

~~CONFIDENTIAL~~

~~CONFIDENTIAL~~

STUDENT NONVIOLENT COORDINATING COMMITTEE

The "Call and Post," a weekly newspaper at Cleveland, Ohio, carried an article on August 12, 1967, reporting that Brown will speak at Cincinnati, Ohio, on August 19, 1967, at a mass black power rally. The announcement of Brown's appearance was made by the chairman of the Cincinnati branch of Friends of the Student Nonviolent Coordinating Committee. He was quoted as stating, "Now is the time for action. The white man will not give you anything. We have to take it." (cf. article 8/11/67 in Brown)

Student Nonviolent Coordinating Committee Activities

[redacted] of the W.E.B. DuBois Clubs of America, Inc., a communist-inspired, Marxist-Leninist oriented youth group, has stated that the Student Nonviolent Coordinating Committee is considering forming an underground organization dedicated to terrorist activities in the urban centers of the United States. According to [redacted] this plan has produced violent disagreements among the Student Nonviolent Coordinating Committee leaders. [redacted] is of the opinion that the Student Nonviolent Coordinating Committee may become a paramilitary underground organization. A source, who is close to [redacted], advised that [redacted] has mentioned this plan on many occasions; however, the source does not know whether [redacted] comments are based on fact or opinion. (S) (u)

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Another source, who is close to Student Nonviolent Coordinating Committee leaders, has advised that he knows of no plan for the formation of an underground organization for turning the Student Nonviolent Coordinating Committee into a paramilitary organization. (S) (u)

[redacted] of the Student Nonviolent Coordinating Committee Office at Chicago, Illinois, is reportedly visiting Tanzania and residing with an official of the Tanzanian Government. [redacted] has indicated his visit to Tanzania is to further Student Nonviolent Coordinating Committee's aims of seeking recognition as an international organization and of affiliating itself with African organizations having international status. (S) (u)

Re S.2.C.C.)

~~CONFIDENTIAL~~

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~~CONFIDENTIAL~~

STUDENT NONVIOLENT COORDINATING COMMITTEE

Brooklyn Rally

The Brooklyn Chapter of the Congress of Racial Equality, a militant civil rights group, held a rally at Brooklyn, New York, on August 13, 1967, to support the members of the Revolutionary Action Movement who were arrested on June 21, 1967. Speakers included [redacted] a member of the Workers World Party, a communist splinter group, and [redacted] a member of the Socialist Workers Party, which has been designated as subversive pursuant to Executive Order 10450. It was announced at the rally that [redacted] a [redacted] of the Student Nonviolent Coordinating Committee, will speak at a meeting to be held at Brooklyn, New York, on August 15, 1967. [redacted]

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Brooklyn
NY 3

The Revolutionary Action Movement is an all-Negro, Marxist-Leninist oriented organization which follows the Chinese communist line and advocates achieving Negro rights by violence, if necessary.

Task Force for Black Development

[redacted], who chaired the recent Newark, New Jersey, Black Power Conference, announced on August 13, 1967, that Hoyt Fuller, Editor of the "Negro Digest," [redacted] of the Student Nonviolent Coordinating Committee at Chicago, will lead a "Task Force for Black Development." [redacted] criticized the Administration's Model Cities Program as "a product of paternal colonial minds." He said that middle-class Negroes must be put in charge of programs designed to improve ghetto conditions. He called black power a conservative force.

[redacted] said that the Chicago Task Force will find ways to "empower black people with self-sufficiency." The Task Force leaders will try to devise new roles for black professionals in the struggle for self-development. [redacted] also stated that attempts will be made to set up black power groups in major cities throughout the United States.

~~CONFIDENTIAL~~

~~CONFIDENTIAL~~

~~CONFIDENTIAL~~

STUDENT NONVIOLENT COORDINATING COMMITTEE

~~CONFIDENTIAL~~

XEROX COPIES BEING SENT TO MRS. MILDRED STEGALL, THE WHITE HOUSE; MR. WILLIAM WELSH, ADMINISTRATIVE ASSISTANT TO THE VICE PRESIDENT; HONORABLE DEAN RUSK, SECRETARY OF STATE; HONORABLE ROBERT S. MCNAMARA, SECRETARY OF DEFENSE; HONORABLE RICHARD HELMS, DIRECTOR, CIA; ATTORNEY GENERAL; DEPUTY ATTORNEY GENERAL; ASSISTANT ATTORNEYS GENERAL YEAGLEY, DOAR, AND VINSON; SECRET SERVICE; AND THE MILITARY INTELLIGENCE AGENCIES.

NOTE:

See memorandum C.D. Brennan to Mr. Sullivan, 8/14/67, same caption, prepared by BAW:des.

Classified "~~Confidential~~" since it contains information from informants whose disclosure could affect our national defense.

~~CONFIDENTIAL~~

UNITED STATES GOVERNMENT

Memorandum

TO : Mr. Sullivan

FROM : C. D. Brennan

SUBJECT: STUDENT NONVIOLENT COORDINATING COMMITTEE

- 1 - Mr. DeLoach
- 1 - Mr. Bishop
- 1 - Mr. Sullivan

DATE: 8/14/67

- 1 - Mr. Bland
- 1 - Mr. C.D. Brennan
- 1 - [REDACTED]

~~CONFIDENTIAL~~

Tolson _____
DeLoach _____
Mohr _____
Casper _____
Callahan _____
Conrad _____
Felt _____
Gale _____
Rosen _____
Sullivan _____
Tavel _____
Trotter _____
Tele. Room _____
Holmes _____
Gandy _____

Due to the interest of the President in the activities of the Student Nonviolent Coordinating Committee (SNCC) and its leaders, we have prepared a summary setting forth current and planned future activities in this matter. A copy is attached for ready reference.

Governor Claude Kirk of Florida stated after H. Rap Brown, leader of SNCC, spoke at Jacksonville on 8/9/67 that Brown did not have sense enough to start a riot. A source, close to Brown, has advised that Brown took the Governor's comment as a personal challenge and may return to Jacksonville in about two weeks.

Brown spoke at a rally on 8/13/67 at Los Angeles California. He made a mild speech and was received coolly by the audience.

Brown will reportedly be the principal speaker at a rally at Baton Rouge, Louisiana, on 8/19/67. It is also reported that he will speak at Cincinnati, Ohio, on the same date.

[REDACTED] of the W.E.B. DuBois Clubs of America, Inc., a communist youth group, stated that SNCC is considering forming an underground paramilitary organization. A source, close to SNCC leaders, has advised that he knows of no plan for the formation of such a group.

A Task Force for Black Development has been formed at Chicago, Illinois, to "empower black people with self-sufficiency." A spokesman for the group stated that attempts will be made to set up black power groups in major cities throughout the United States.

Encl. 8-15-67
100-439190
1 - Bufile 100-446080
1 - Bufile 105-168197

BAW:des

(9)

CONTINUED - OVER

Classified by SP1-AG-JC
Declassify on: OADR 11-9-86
252-028

~~CONFIDENTIAL~~
ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
EXCEPT WHERE SHOWN
OTHERWISE

C. D. Brennan to Sullivan Memorandum
Re: STUDENT NONVIOLENT COORDINATING COMMITTEE
100-439190

~~CONFIDENTIAL~~

RECOMMENDATION:

That the enclosed memorandum to Mrs. Mildred Stegall at the White House; Mr. William Welsh, Administrative Assistant to the Vice President; Honorable Dean Rusk, Secretary of State; Honorable Robert S. McNamara, Secretary of Defense; Honorable Richard Helms, Director, CIA; Attorney General; Deputy Attorney General; Assistant Attorneys General Yeagley, Doar, and Vinson; Secret Service; and the military intelligence agencies be approved.

WCB
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A

FBI

Date: 4/18/74

Transmit the following in _____
(Type in plaintext or code)Via AIRTEL _____
(Priority)

TO : DIRECTOR, FBI (157-16554)
 FROM : SAC, CHICAGO (157-5576) (P)
 SUBJECT: CONGRESS OF AFRICAN PEOPLE
 CAP
 EM
 CO: NEWARK

ALL INFORMATION CONTAINED
 HEREIN IS UNCLASSIFIED
 EXCEPT WHERE SHOWN
 OTHERWISE

Re Chicago ~~OTHERWISE~~ and LHM dated 3/25/74.

Enclosed for the Bureau are eight (8) copies of an LHM dated and captioned as above. Two copies of this LHM are being furnished to Newark as Office of Origin regarding the CAP. An information copy of this LHM is being furnished to those offices who are in receipt of the referenced communication.

A copy of this LHM is being disseminated to U.S. Secret Service, Chicago via courier.

- ② - Bureau (Enc. 8) (RM)
 2 - Newark (Enc. 2) (157-4654) (RM)
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 1 - Louisville (Enc. 1) (Info) (RM)
 1 - Milwaukee (Enc. 1) (Info) (RM)
 1 - Minneapolis (Enc. 1) (Info) (RM)
 1 - Omaha (Enc. 1) (Info) (RM)
 1 - St. Louis (Enc. 1) (Info) (RM)
 1 - Springfield (Enc. 1) (Info) (RM)
 2 - Chicago
 (1 - 157-4498)

GER/caf
 (17)

3cc destroyed

APR 30 1974 REC-30

100 55/55/524

100 530 740

STA/2m

ST-109

Approved: _____

Special Agent in Charge

Sent _____

M

U.S. Government Printing

51 JUN 10 1974

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157-16554-175

5 APR 25 1974

CG 157-5576

Sources

CGT-1 is [redacted]
CGT-2 is an agency that conducts intelligence type investigations in the Chicago area.
CGT-3 is [redacted] ✓

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In referenced airtel, Chicago advised that the identity of [redacted] was unknown. It has been determined that [redacted] is a political science instructor, Northeastern Illinois University, Chicago, Illinois. Due to [redacted] position in an educational institution, and no past indication of violent activities on his part is evident, Chicago is taking no further action regarding [redacted] ✓

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Literature included in the appendix section of this LHM were provided by [redacted] ✓

LEADS

INDIANAPOLIS

AT INDIANAPOLIS, INDIANA. Conduct appropriate investigation to determine identity of registrant of vehicle license, Indianapolis 94C-708. ✓

MINNEAPOLIS

AT MINNEAPOLIS, MINNESOTA. Conduct identical investigation as stated above regarding Minneapolis license plates WE 7986 and LG 8728. ✓

CHICAGO

AT CHICAGO, ILLINOIS. Continue to follow and report the activities of local CAP Cadre. ✓

NON SYMBOLIZED INFORMANT ADMINISTRATIVE PAGE

CGT-2 -

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UNITED STATES DEPARTMENT OF JUSTICE

FEDERAL BUREAU OF INVESTIGATION

Chicago, Illinois

April 18, 1974

In Reply, Please Refer to
File No. CG 157-5576

CONGRESS OF AFRICAN PEOPLE

The Congress of African People (CAP), headquartered in Newark, New Jersey, was founded as a black separatist organization in Atlanta, Georgia, in September, 1970, at the fourth annual gathering of advocates of black power in the United States. CAP's basic goal is the global expression of black nationalism through the promotion of Pan-Africanism. CAP has in the past advocated the creation of a political force capable of seizing power from the existing political force through massive programs of disruption, violence, if necessary, and the establishment of independent black institutions.

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On March 21, 1974, CGT-1 advised that the Midwest Congress of African People (CAP) is planning a conference to be held at Hirsch High School, Chicago, Illinois, during the period March 30-31, 1974. ✓

On March 22, 1974, CGT-2 advised that [redacted] applied for a permit with the Board of Education at Hirsch High School. The application was signed by [redacted]. The permit requested rooms 110, 122, 125, 132, 135, 137, 139, and 141 to be used for the Midwest Conference. ✓

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
EXCEPT WHERE SHOWN
OTHERWISE.

Sources whose identities are concealed herein have furnished reliable information in the past except where otherwise noted.

157-16554 - 775

This document contains neither recommendations nor conclusions of the FBI. It is the property of the FBI and is loaned to your agency; it and its contents are not to be distributed outside your agency.

CONGRESS OF AFRICAN PEOPLE

The expected attendance at this conference was 500 to 700 people. The permit was for two days and it was approved under permit number 15036. The cost was listed as \$611.00 without heat and \$997.00 with heat, and had not been paid for yet. U

[redacted] is the [redacted] of the Institution of Positive Education, which is also the Midwest Regional Representative of the CAP. U

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On March 29, 1974, CGT-1 advised that motel rooms had been reserved at the Thunderbird Motel, South Shore Boulevard and the Robert's Motel for conference attendants. U

CGT-1 also advised that [redacted] [redacted] CAP, would host the Political Workshop on Sunday, March 31, 1974 at Hirsch High School. U

On March 29, 1974, [redacted] appeared on a local radio station giving publicity for the Midwest Regional Conference for CAP. Set out below is information that was heard by a Special Agent (SA) of the Federal Bureau of Investigation (FBI) regarding that broadcast: U

Announcer:

With us tonight is [redacted] [redacted] who is the [redacted] of the Institute of Positive Education which is also the Midwest regional representative of the Congress of African People (CAP). I want to welcome you [redacted] to the Hot Line.

[redacted] Thank you.

Question(Q):

Now we're having, I understand, on Saturday and Sunday the CAP will have the First Midwest Regional Conference. Just what is that, [redacted]

Answer(A):

The CAP is an organization of cadres who crossed the country under the leadership of [redacted] and for the last

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two years since he's taken over the [] we've been doing a lot of active ahh involved recruitment of both personnel and an attempt to sensitize the various communities that were in to the ideas and concepts of the CAP. As a consequence this is just one of the things that we are doing to continue the involvement of ya know of various local organizations and the Congress the Midwest Regional Conference then becomes an extension of the Eastern Regional that occurred much earlier back in October where again there was an attempt to have a forum for people to come together in the East and secondly, we're here doing the same thing in the Midwest. It looks like the Midwest is going to be a little bit larger than the one that happened in the East for the simple reason that we have the advantage of going to that conference and participating in it and learning from both the good points and the bad points there and we think we're going to be able to put on a very successful one here.

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Q: How many people do you expect?
And from where will they be coming?
When you say Midwest, that could

A: We realistically expect between five and seven hundred people and the reason we're able to anticipate that is that a lot of ground work has been done in both Chicago and the immediate Illinois area and in several cities surrounding Chicago wherever cadres reside.

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South Bend, Indiana, where [redacted]
[redacted] (ph) and his organization
have been working very hard to get people
here. St. Louis and of course Detroit
and also Cleveland all have cadre organi-
zations and they've all done a great
deal of work in their areas. There will
be bus loads coming from these areas in
addition to several other areas ya know
around the Midwest.

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Q: Uh huh, and that's Saturday and Sunday
at Hirsch High School.

A: Yes that is Saturday and Sunday.

Q: How will all these people be staying,
I mean you've got ahh how's these
people in to get here?

A: Well, they're be staying at two places,
blocks of whom have been blocked off at
Robert's Motel and at ahh, Thunderbird
Motel, so they'll be

Q: Thunderbird, that's out on Stoney,
isn't it?

A: That's out on South Shore Drive, 75th
and South Shore Drive.

Q: I'd seen that I imagine that at I think
one time it was there, but I could be
wrong. And what will be the theme of
this Congress of this Conference?

A: Well, the theme we selected is ahh one of
kind of optimistic theme, we took the
theme, Look Beyond Tomorrow. Which is
from one of the poems in Mwalimu Raki
Madhubuti's new book, "The Book of Life",
and as the poem goes look beyond tomorrow,
it will help you accomplish that which is
needed today and we just took those first
three words as our theme because we find
that we have to begin to anticipate the

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future as black people and we begin to see that how we anticipate the future is by studying the many cases the past, observing with great care what's going on in the present and then we find out we are in the position to begin to look beyond tomorrow.

Q: Now that's rather theoretical, but specifically, what will you be talking about?

A: Very specifically, we'll be talking about some concrete ahh solutions to various problems that we see facing the black community and ourselves today. The workshops have been designed around trying to give functional concrete information that people can use in their local areas to start to resolve some of the problems that we face, uhh

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Q: Problems, such as what?

A: Problems such as not being able to educate their own children. Problems of identity; ya know will be tackled in the state of Social Organization Workshop, and ya know the Institutional Development Workshop will deal with how you go about constructing an alternative institution and when we say alternative, we only use the phrase because it's familiar. We really mean an authentic African institution where black people can actually start to ya know participate and learn about their culture and heritage. We see the major problem of black people today is being one of powerlessness and so we constructed a workshop called Politics and Liberation which [] will conduct, and of course we see politics as the gaining, maintaining and use of power, and that workshop will deal with methods of gaining, maintaining, using power from elected office to ya know

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community organizing, to alliances and coalition with other groups who are doing some of the things to youth to finally even anticipating and being able to carry out disruptions if that becomes necessary.

Q: Understand that you will also have some well-known people here in the, who will be coming here other than Imamu Baraka, who are some of the other people who will be there?

A: Well, there, there's a good balance of both national and local people who will be at the conference. In terms of the local people, we will have people like [redacted], who everyone in this city knows, Hoyt Fuller, who is the editor of Black World, uhh, there's [redacted] (ph) who'll be coming ya know from the west side, and of course you're going to be participating in it also, and we're very happy to have you in the Communications Workshop.

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Q: And who'll be some of the National people?

A: Some of the National people will be [redacted] coming in from the East organization which has a very functional school for black children something like two hundred and fifty children have been going to that school for the last four to five years, and uh, we're all really excited about [redacted] the historian the African historian who is a retired professor at Howard University now and his landmark publication, The Destruction of Black Civilization, as you know Wesley, the book had been printed once before and it had been a very large run, the copies were

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bought up almost immediately and the author had trouble getting the book reprinted by the white public publishing company because the information was so powerful, it was such a landmark publication that it was really really setting a basic foundation from from which we could begin to build ya know a a movement around identity, uh, who we actually are, and we at Third World Press which is a part of the institute were able to talk to [redacted], get the rights to republish the book and it will be available for the first time at the Congress at the Conference you will be able to pick the book up and it will not only be the book itself, but it will be a revised edition, seventy-five additional pages and even at a cheaper price than it was offered to the public by the white publishing company.

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On April 1, 1974, an article entitled, "Common Mart Urged for Afrikans" by B.J. Mason, appeared in the Chicago Sun News, a local Chicago newspaper, describing the Midwest Conference and remarks made by Imamu Amiri Baraka. Set out below is that article:

COMMON MART URGED FOR AFRIKANS

By B.J. Mason

"Political activist Imamu Amiri Baraka urged blacks Sunday to develop an African Common Market to bring about economic liberation to 'support our revolutionary political organizations'.

Baraka said that the initial development of such a common market calls for an analysis of what goods and services are needed.

But the national chairman of the Congress for Afrikan People made it clear that the kind of common market he was talking about would not be similar to that already established in the capitalist world.

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'The creation of small businesses is done by the revolutionary nationalist as one method of sustaining the cadre and to support our revolutionary political organizations', he said.

The economic network would provide goods and services for black cadres now in existence, and would grow in strength with the political movement.

This was one of the 'alternative institutions for blacks' that Baraka was calling for at the Midwest Regional Conference of the Conference of Afrikan People. Some 300 persons attended the week-end conference at Hirsch High School, 7740 South Ingleside.

'In order to counteract institutional racism in America', Baraka said in the general session, 'our pan-African liberation movement must push for a change in the world's society.'

Among other institutional changes, Baraka spoke of schools organized and operated by blacks, support for black publications and support for black social organizations.

Workshops were held by Baraka's wife, Bibi Amina, in which she warned black women not to be distracted from black goals through the influence of the women's liberation movement.

Another speaker, [redacted] of the Black X-Press, urged support of an independent black media."

On April 1, 1974, CGT-1 advised that there had been 713 persons registered at the conference. CGT-1 estimated that there were approximately 150 people from out-of-town.

CGT-1 advised that the Communication Workshop held on Sunday, March 31, 1974, had over 235 people in attendance. The speakers, [redacted] Hoyt Fuller, all spoke on how the communication media could and should be used to help black people.

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CGT-1 advised it was interesting how during the conference, all of the attendants did not agree with the CAP principles and policies and vocally expressed themselves. These persons were mostly the old black persons who attended the conference.

[redacted] of the Black Express Newspaper, which is published in Chicago and directed towards black readers.

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[redacted] is a local radio station announcer for WVON (Voice of the Negro).

Hoyt Fuller is the editor of "Black World" magazine, published by Johnson Publishing Company, 820 South Michigan Avenue, Chicago, Illinois.

On April 2, 1974, CGT-2 advised that the conference was conducted in an orderly manner and no disturbances were noted or reported. The conference terminated at 8:00 P.M. March 31, 1974 on Sunday.

On April 2, 1974, CGT-3 advised that the below listed out-of-state plates were observed to be utilized by participants of the conference:

Minnesota WE 7986
LG 8728

Indiana 94C 708

(APPENDIX FOLLOWS)

APPENDIX

Conference Information	A 1-2
Education for Self-Reliance position paper [redacted]	B 1-4
From Relevance to Excellance position paper [redacted] East Brooklyn, New York	C 1-6
Information and Communication For Survival by Hoyt W. Fuller	D 1-3
Congress of Afrikan People, Social Organization Council: Conference Information sheet for conference to be held 5,6,7 of July, 1974 in Newark, New Jersey	E 1-3
Afrikan History and the Race Struggle (Summary and Proposals)	F 1
The Need for a Pan Afrikanist Alternative to the Street Institution [redacted]	G 1-4
Out Need For Ideological and Economic Consolidation	H 1-2
Nationalism Pan Afrikanism, Ujamaa: Developing and Defending Indigenous Ideology [redacted]	I 1-2
We Must Come Together Volume 2, No. 6 Published by Black Body	J 1-11
We Must Come Together Volume 2, No. 7 Published by Black Body	K 1-12
We Must Come Together Volume 2, No. 1 Published by Black Body	L 1-13

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The Necessity of Control:
Publishing to Distribution by
Mwalimu Haki Madhubut:

[REDACTED]

M 1-2

The Youth Role in National Liberation
comment on Newark CAP SuperSimba

N 1-3

Comments Describing Economics and Budgeting

[REDACTED]

O 1-6

Communication Workshop Outline

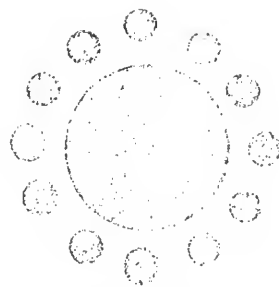
P 1

The Creation and Development of the
Afrikan Common Market

[REDACTED]

Q 1-4

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CONGRESS OF AFRIKAN PEOPLE

MIDWEST REGION/CHICAGO CONGRESS OF AFRIKAN PEOPLE

7848 SO. ELLIS AVE.
CHICAGO, ILL. 60619

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OTHERWISE.~~

(312) 651-1085

EXECUTIVE COMMITTEE

ISAMA AMINA BARAKA
NATIONAL CHAIRMAN

BIBI AMINA BARAKA

WENZIE KATANA

MAALIMU HAKI R. MADIBHOTI
(DON E. LEE)

VTANGLI (J)
(WAYNE HENRY)

JADISI MUATA

BALOTI ZAND MURAMVU

CHADWILL
(JAMES SATTERWHITE)

SALA LEMBA SANE BALFAM

YASIN V. SHURUMU

YASIN JIM WENDE

CONFERENCE INFORMATION SHEET

You are invited to participate in the historic occurrence of the Congress of Afrikan People's Mid-West Regional Conference (Work Session) on the 30th and 31st of March, 1974. The Conference will take place at Hirsch High School, 7746 South Ingleside Avenue, Chicago, Illinois 60619 and is being hosted by the Mid-West representatives of the Congress of Afrikan People.

The goals of the C.A.P. Mid-West Regional Work Session are to continue the initiative of the Northeastern Regional held earlier in October of 1973 by giving concrete, functional information along the lines of ideology, organization, communications and resources at the four bases of movement toward liberation, and to alert potential members as well as the general black community to the policies and programs of the Congress of Afrikan People. As such we will be conducting workshops in the areas of Politics and National Liberation, Economics and Budgeting, Institutional Development, History and Struggle, Social Organization, Youth Development, and Communications, to name a few. Some of the featured speakers and workshop coordinators are Isama Baraka, Bibi Amina Baraka, Maalimu Haki R. Madibhoti (Don E. Lee), Kaima Jitu Wausi, Chancellor Williams, Jo Palmer, Hoyt Fuller, Norby South, Dr. John Carruthers, John Folsom, William L. Carter, John A. Baka and the Liberation Movement, and others.

You are asked to advance material, if possible, to advance alignment to workshops of your choice. Contact the C.A.P. Mid-West Regional Representatives closest to you.

~~ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
EXCEPT WHERE SHOWN
OTHERWISE.~~

PROGRAM

9:00 A.M. - 12:00 P.M. REGISTRATION* (Main Lobby)

10:00 A.M. - 10:30 A.M.

CELEBRATING REVIEWS (Auditorium)

Coordinator: Imam Amin Baraka
Chairman, Congress of African People

10:30 A.M. - 1:30 P.M.

MORNING WORKSHOPS

1) Social Organization (Room 139)

Coordinator: Baka Amin Baraka
Chairman, C.A.P. Social Organization Work Council
Resource: Marjorie Johnson Amini
Chairman, Social Organization Chicago C.A.P.

2) Economics and Budgeting (Room 141)

Coordinator: Keim Dadi Muta
Chairman, South Bend C.A.P.
Resource: Alexander Gabbin
Accountant, Deputy Director Chicago Urban League
Suleidi Kenezi, Newark C.A.P.
Lunch

1:30 P.M. - 2:30 P.M.

2:30 P.M. - 5:30 P.M.

AFTERNOON WORKSHOPS

1) History and Struggle (Auditorium)

Coordinator: Charles Williams
Author, Destruction of Black Civilization
Resource: Anderson Thompson
History Instructor, Northeastern Illinois University

2) Nationalism, Pan-Africanism, Human

Developing and Defending Indigeneous

is a way (Room 141)

Coordinator: Amin Baraka
Chairman, C.A.P.
Resource: Dr. Jake Carrington
Political Science Instructor
Northeastern Illinois University

5:00 P.M. - 6:00 P.M.

7:00 P.M. - 10:00 P.M. LUNCHEON AND ADDRESS

9:00 A.M. - 12:00 P.M.

MORNING WORKSHOPS

1) Politics and National Liberation (Auditorium)

Coordinator: Imam Amin Baraka
Chairman, Congress of African People
Resource: Local Politicians

2) Youth Development (Room 139)

Coordinator: Sultan Tarik, Newark, C.A.P.
Resource: Chao Sababu, South Bend C.A.P.
Marjorie Johnson Amini, Newark C.A.P.
Chao Obaiye, Chicago C.A.P.

12:00 A.M. - 1:00 P.M. Lunch

1:00 P.M. - 4:00 P.M.

AFTERNOON WORKSHOPS

1) Communications (Auditorium)

Coordinator: Ibrahim Wali F. Madhubuti
Chairman, Chicago C.A.P.
Resource: Lu Palmer, Editor/Publisher, Black X-Press Newspaper
Kurt Fuller, Editor, Black World
Wesley South, WION Radio, Hot Line
Bill Douglas, Cable T.V., Gary

2) International Development (Room 141)

Coordinator: Imam Amin Baraka
Chairman, New York C.A.P.
Resource: Harriet Africa, Director
African People's Union, Chicago

4:00 P.M. - 5:00 P.M.

RESOLUTIONS AND FOLLOW UP

5:00 P.M. - 6:30 P.M.

CLOSING ADDRESS/ IMAM AMIN BARAKA

* \$7.00 per person

** \$1.00 per person

*** Free admission if registered;

\$1.00 per person if not registered

Shule Ya Waroko
 324 WEST ROOSEVELT ROAD
 CHICAGO, ILLINOIS 60624

"EDUCATION FOR SELF-RELIANCE"

POSITION PAPER

Topic: "Institutional Development- The Need For Black Educational Models"

I. INTRODUCTION

Education for Black people in this country has surpassed the crisis point but somehow it has been used as a 'fire alarm' to awaken the citizenry every decade or so and then the emotional fanfare subsides. Debates have been conducted over the years on the questions "should Blacks be educated?" to "how to educate Blacks", yet there have been definitive studies compiled by Black scholars illustrating the need for Black control over our children's educational futures.

The problem of alien oppressors defining Black education has also been refuted innumerable times but the crisis in Black education generally has been the inability, lethargy, or just plain fear of Black people to take control of their educational institutions. And so in the 70's, similar to every decade since our Afrikan ancestors were captured and subjected to the most dehumanizing slavery yet experienced, the clarion call is sounded to decide again, "what will we do about the education of our people?"

There are two primary evils that we must address ourselves to if we are sincere about the need to develop Black educational models; namely: institutional white racism and economic exploitation. White racism exists in every facet of the American society and is predicated on the myth of "manifest destiny", pre-ordaining white superiority over Afrikan people, wherever they may be.

The second evil of economic exploitation is the result of Black political powerlessness that has produced a paradoxical cycle for even when Blacks have attained comparable education, we have earned less than whites of similar or even less educational qualifications. Recognizing the crisis facing Black survival as a people, there can only be one viable solution and that is the total empowerment of Black people to determine our own future. That type of empowerment must achieve control over every institution within our community so that we can finally move towards the fulfillment of our liberation instead of perpetuating our psychological enslavement. Therefore we must be willing to struggle along new paths of action and commitment, for if we fear the struggle, we don't deserve the power to determine our future as a people.

II. ANALYSIS OF PUBLIC EDUCATION

When we analyze the history of Black education in this country, it becomes clearer that there have been crises continually. For purposes of discussion, let us examine six aspects of recurring crisis in the education

of Black people.

-2-

A. Legitimacy

Documentary evidence on urban education has glaringly revealed that existing public school systems have been producing educational failures. Throughout Black communities, public schools represent alien power over our children's minds, with the administration and staff imposing oppression and repression of students and their parents. Therefore, the Black masses no longer consider public schools worthy of obedience, authority and respect.

B. Consolidation

School boards have fraudulently dispersed bureaucracy through de-centralization without actually relinquishing any of the ultimate decision-making power to the community. In many cities, de-centralization became re-centralization with communities being participants only at the advisory stage.

Desegregation has dispersed Black educators through demotions, transfers and wholesale firings under the guise of quality education. Among urban areas of high Black activism, Black personnel have been unilaterally displaced until community militance became diluted. Numerous surveys reveal a correlation between desegregation of faculties and the disintegration of Black teaching positions.

C. Development

Black schools have been de-developed by economic depletion since, in most urban areas, Blacks inherited their community schools only after all other ethnic groups had drained them of economic support. In those instances where private Black schools were funded by grants and philanthropists, when "liberalism" changed to "conservatism", our schools were the first to be denied re-funding or left to strangle on a vine of ever-decreasing federal assistance. Consequently, it was not long before the Black schools had to reduce the resources they could make available to youth and the development of our indigenous community.

D. Participants

Most Black schools have been forced to emphasize educational participation by achievers at the expense of the majority under-achievers. Priorities have been established based on exclusion, rather than inclusion through the use of tracking and social groupings. Therefore, the mass of Black youth have been trained by their schools for planned vocational obsolescence.

E. Distribution

The existing educational system has restricted the goods and services produced in our community from being utilized in Black schools, thereby perpetuating economic dependency within the Black community. In addition, schools for Black students limit supportive services in areas of health, welfare and counseling, among others.

F. Identity

Perhaps the most destructive of all efforts to colonize Black minds has been the role of existing schools to destroy individual self-respect, familial unity and cultural enrichment. In reality, our schools

have collaborated with the oppressor to separate Black people from our past, negate our present and obscure our future.

It is encouraging to note that the focus of the Black movement in the late 60's centered on the need for a cultural revolution and thereby pave the way for our continuous struggle towards national liberation.

III. DEFINING CORRECT BLACK EDUCATION

Unless we transform our minds to the acceptance of Afrikan children being the reward of life, we shall continue to disregard the importance of educating them properly. Black adults must accept the responsibility of educating our children to their maximum potential because we cannot ever expect an oppressive and racist school system to save our children. The lethargy and complacency that mitigates against constructive change must be attacked whenever it appears because our struggle is to liberate our children's minds and that alone represents a revolutionary change.

Consequently, a fundamental point that needs to be resolved is the question of whether correct Black education is idealistic or pragmatic. First of all, it should be made clear that correct Black education is a process through which our children become equipped with the necessary skills to academically, vocationally and socially make decisions that will determine their future lives. It involves self-discipline as well as rational thought, peer interaction and maximizing individual potential. It provides an intrinsic value system that reflects harmonal relationships among men and between man and his environment. This value system gives identity, purpose and direction to the skill to achieve, but more importantly, the will to achieve and this becomes manifest in practice, not just in theory.

Correct Black education is a human act between those wishing to share life's experiences with those who need to absorb more of the wisdom of life. It is a people-building, family-building, community-building and Nation-building act of self-respect, self-determination and self-reliance.

Although this is not a complete definition of correct Black education, it will serve as a description of what should be included in the final definition. But more importantly, are these tenets of Black education idealistic or pragmatic? If one takes the position, overtly or covertly, that we are incapable of producing any viable change in the lives of our children that is not inculcated with the Euro-american indoctrination, then the concept of correct Black education is probably unacceptable because it seems too idealistic.

But if on the other hand, one analyzes the reality of the mental genocide process presently occurring rampant in our public schools and appreciates the inherent cognitive and affective skills that our children possess, then the concept of correct Black education is not only pragmatic but is essential to the liberation of Black children's minds.

IV. BUILDING A SOLUTION

Once the Black community comes to grips with the dilemma of our children's educational future, there will be a recognition and an understanding of what must be done as a people. No matter what name is used, the objectives for developing Black education models can only come through the strategy of Black control, through empowerment, of Black institutions. Once this is initiated at the community level, it will lead to a national

- 17 struggle and the eventual goal will become an independent system of Black education.

As we move to resolve educational crises that are continually plaguing our communities, the challenge ahead of us will require collective and simultaneous counter-action because we don't have the luxury of time to proceed slowly. We should consider critical factors in developing an ultimate solution for institutional development, namely, the need for:

1. Radical approaches from the Black community.
2. Revolutionary direction-makers as change agents to produce catalytic effects.
3. Consistent, coherent and logical ideology based on a value system that is understandable, useful and meaningful to the Black mass.
4. Institutions that are accountable to the ideology and needs of the Black mass.
5. Pragmatism to determine what is practical versus impractical.
6. Spirit of self-reliance in co-operative endeavors.

We must develop new institutions throughout the Black community in storefronts, church basements and private homes. These independent institutions must ultimately provide a system to educate Black youth from pre-school to graduate study. Each institution must be structured to relate directly to community development and the liberation of our people from racial oppression and economic exploitation.

To those who need additional evidence that we can build alternative structures wherever we may be, one has only to correspond with the Council of Independent Black Institutions (CIBI) to learn of the consolidation of numerous viable institutions into a national educational system. CIBI can be contacted at P.O. Box 57, Lefferts Station, Brooklyn, NY 11225.

On a local level, the Chicago Confederation of Afrikan Organizations has developed operational unity within its Task Force on Afrikan Education that encompasses existing alternative institutions throughout the city. Correspondence to the Confederation should be addressed to 1016 E. 75th St., Chicago, Ill. 60619.

7. CONCLUSIONS

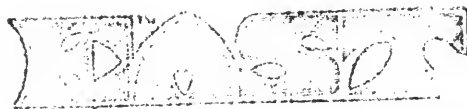
There is ample evidence to demonstrate a direct correlation between educational deprivation and economic exploitation for both are manipulated by the same controllers and both result in exploiting the same victims. The predominant victims of this dual manipulation are the ethnic and racial minorities of which the most visible and vulnerable is the Black mass population.

Within a society, education creates a need for an economical system, which in turn controls educational institutions and the two become so interdependent that educational deprivation must be maintained if economic exploitation is to be sustained.

Profit capitalism thrives on a cheap labor base and the role of Black mis-education has been to ensure a continuous supply of surplus labor destined to remain primary consumers and expendable commodities in the welfare/warfare industries. Therefore, the need for institutional development in Black education requires collective effort involving self-determination and self-reliance. This will require radical approaches and new dimensions of commitment. The foundation for correct Black education must be based on excellence, accountability to our people and our struggle for national liberation.

Hannibal Tirus Afrik

Machi 1974



A CULTURAL AND EDUCATIONAL CENTER FOR PEOPLE OF AFRIKAN DESCENT

10 CLAVER PLACE, BROOKLYN, N.Y. 11238
636-9400



FROM RELEVANCE TO EXCELLENCE

The Challenge of Independent
BLACK EDUCATION INSTITUTIONS.

C-1

"TRUTH CRUSHED TO THE EARTH WILL RISE AGAIN"

In 1968 and '69 the Black Communities (Black Parents especially) of the u.s., frustrated by a crippling system of mis-education and failure that cast their children out of segregated schools as misfits and displaced persons within the american society; uttered the cries of Community Control of Schools and demanded an end to educational colonialism. This demand fell upon the deaf ears of an opulent establishment that refused even a minor alteration in the power relationship between the Public School System (a colonial agent) and the Black Community (victims of educational colonialism). The pretense of electing powerless Community Boards, having Blackfaces in high places and Black faces in the reading and visual materials has in no measure altered the educational crisis which exist in our communities. Black Parents and progressive minded Blacks within the educational spectrum have responded to the denial of self-determination in education by setting up a small network of Community Institutions, commonly referred to as the Independent BLACK SCHOOL. The Black School has been an angry reaction to the educational Genocide perpetuated against the youth of our Community.

Black Schools have been springing up, functioning and folding in our Communities since the late '68 to present. Upon specific investigation we have identified over 63 institutions that have started in the past 6 years. What has been the objectives of the Black School? The Black School has attempted to take american educational procedures, curriculum and methodology and make them RELEVANT to the Black child. The Black school recognized the gap in educational identity within the establishment institutions and attempted to correct this by a barrage of activities that could be roughly classified as "Black Programs". The introductions of songs, pledges, oaths, games, stories and various materials that presented the "Black Experience" was the major contribution of the independent Black School.

But just as the word "Black" (which was once revolutionary) has been coopted and misused, so has the concepts and ideas of the

Black School. Therefore, it seems quite important for those of us who see education as an integral element in our struggle for survival, liberation and nation building, to emphatically state that just being relevant is not sufficient for Black Education.

We must understand that unless our educational system has a stated political objective it stands to be either coopted or misdirected. We must transfer our concerns from starting temporary schools to the development of Permanent Institutions of learning for our Nation becoming.

The commitment, alligence and vision of our instructional staff (teachers) must be transformed from a revolutionary-in-educational face to a highly skilled educator-technican who understands how to clearly infuse the minds of their students with the interests of the Nation and how their preparation (schooling) will help to attain those objectives.

Every independent Nation the world over has a national plan or program for its educational system. This program is implemented or carried out by a ministry or department of education. It is the job of the Ministry of Education to identify the immediate and long term objectives of the Nation and to tailor an educational program to meet the national goals.

It is this type of systematic educational planning that has enabled super power Nations like Russia and China to close the gap in trained technical and medical personnel. It is this type of planning that will enable a Nation becoming (US-Black Folks) to realize our full potential and be prepared to survive and build a firm foundation for our national liberation. What are the national objectives of the 40 million Afrikans in america?

Can we construct national objectives from at least some of these things we can/might agree upon?

We offer for example:

1) To work toward the goal of an independent nation (Self-Determination) for the Black/Afrikan population held captive in north america for the past 400 years. .

2) To build a socialist society where all workers share equally and equitably in the development of the nation.

3) Collective and cooperative ownership of all of our resources, institutions and land.

4) To emphasize the concept of self-help and concept of self-reliance.

5) Understand the importance and value of land vis-a-vis mineral resources, agriculture and topography (land USE).

6) To work toward Pan-African Unity in all matters - Political, Economic, Cultural - (Afrikans all over the world).

7) To maintain a Posture of Progressive development for World Affairs and to work always toward the liberation of oppressed people and an end to the exploitation of man by man.

8) To construct and practice a Value System that will be supportive of national goals and objectives.

With these National Objectives in sight we can now begin to design an educational program for the Independent Black Liberation School. This program will reflect our political, economic and cultural aspiration for our Nation becoming. Those who have been exposed to this program will be adequately equipped to contribute fully toward the realization of these objectives.

From this program we will develop a curricula, methodology and the materials necessary to meet the stated objectives. This type of Educational Planning eliminates the hit and miss approach and replaces that erratic arrangement with a clear path of work and struggle. We understand what must be taught and why. We bring out methodologies and materials in line with the desired outlooks. If we want a self-reliant citizen, we create a curriculum that has this aspect as one of its pillars. If we are interested in the equali-

tarian concept of socialism, this concept can be propagated by an ambitious arithmetic and mathematics curriculum that develops and presents materials that will inculcate the socialistic concepts into the minds of our students.

In this manner every course within our school system from Primary (Nursery) to college and university is brought in line with the goals and objectives which the nation is striving to achieve. This type of educational system will produce results and will not be mired in the confusion and misdirection of a system which only seeks to be relevant within the confines of a sick and decadent society.

But what about the academic aspects of our educational system? Many parents are quick to point out that many of our Independent BLACK Schools don't meet the academic standards of the establishment system. Most often when they bring up this claim of academic inefficiency they are usually referring to the trappings found in the establishment system. Parents have been thoroughly conditioned to believe that a barrage of forms, testing, reports, books, papers and a general on paper way of doing things actually represents academic proficiency. We cannot allow this misrepresentation to deter us from setting up standards for our schools. The academic question is basically one of expectation and performance between teacher and pupil and the tools we will use to measure this phenomena. For example as teachers in a Black Liberation School we must have certain expectations (list of standards) for our pupils at different steps (grades) along the course. From the performance of our pupils we are able to judge if we have been proficient and where we can improve. We must also construct an objective measuring instrument (testing) that enables others to judge our work and make an appraisal of the gap between our promise and our performance and make helpful suggestions for closing that gap.

As instructor/teachers we must be immersed in a constant process of learning. It is this type of appraisal and application

(5)

of the program that will lead to a high level of academic achievement for those students we instruct. The upliftment and improvement of the teacher will automatically be reflected in the students. However, we must avoid using materials as a cover-up for academic capability that only tends to confuse and mislead parents and students in thinking they have acquired knowledge which is of no value.

The student must be able to think and evaluate for himself above all other functions and any subterfuges to these basic functions will simply produce another generation of educated robots.

Finally, in summation, we must understand that all systems of education participate in the process of trial and error. Experimentation and development work hand in hand toward progress. Effective advances are made daily because new things are tried and occasionally they are successful. The refusal to venture out in the unknown, to only use one way, to remain constant and sometimes stagnate; is certainly defeatist in terms of an ideology of education for oppressed people. We must view failure as a reward for having come forth and tried to do something new. For having assumed your manhood and tried to take things into your own hands; you have experienced failure. We must understand to that end, failure is not irrevocable. Free men have failed today, only to experience overwhelming success on the next try. We are building for our future and It Is A NEW DAY and we must transcend from relevance to EXCELLENCE.

Asante Sana
UNBURY NA HAXI

~~Kaniel Jit Nensi~~

Hoyt W. Fuller
Position Paper.

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INFORMATION AND COMMUNICATION FOR SURVIVAL

In the struggle for Black survival, information and communication are absolutely crucial.

Information on several levels is necessary to provide Black people with a basis for action in their own behalf. First, information as news is essential for an understanding of daily events and of how these events affect the routine pattern of life for ordinary people. Black people need to know what is current in the area of food pricing, for example. News on this level should inform people as to where the best bargains in food are available. The same is true of bargains in clothing, in housing, in transportation, and in health care and services. It should be a function of news to inform people as to the activities of the city council and the various city agencies and bureaus which - in one way or other - influence the quality of life for ordinary people. The news should inform people of important pending conferences and legislation, and news should remind people of important deadlines and dates.

On another level, information should have substance and depth. It is not enough, for example, merely that people be informed of those shops where bargains are available; people also should know who the merchants are and something of the relationship of the merchants to the community which supports them. For example, if a merchant operates a shop in a Black community where he does not live, and if none of the profits from his business are returned to the community where his business is located, then that information should be known by the community. In the same vein, it should be a function of news on this level to identify for the people those governmental representatives who serve their interests, as well as those scheduled events which will affect their lives. The people should know, for instance, when some ordinance or legislation which involves their welfare is to be debated in council or legislature.

On still another level, the people should be provided with information about their heritage and their history, information dwelling on the past which will enable them intelligently to deal with the present and the future. This information is intricately associated with image. If people have no clear idea of who they are, and of what their prospects are in a society which has never honored them, then they are pre-doomed to remain at the mercy of the oppressive forces in that society. While it is true that this information alone will not alter the situation of oppressed people, the information will provide them with the resources with which to resist the imposition of alien images upon them.

Finally, the people should have information about the structure and operation of the government. All governments function under some general form, which is based on very particular theories of economics and political methodology. Governments exist to serve the interests of some groups, of some classes, or of all the people. It is important that the people are informed, in language they can easily understand, about the structure and operation of their government, and which groups or classes benefit from the government. In this connection, the people have the right to know which members of their own group, from their own communities, are serving their interests, and they need to know, very clearly, which members of their own group are serving the interests of those who exploit and delude the people.

Above is a general statement of the kinds of information Black people need in order to organize their lives usefully on a day-to-day basis. However, in order for people to transform essential information into useful power, there must be instruments of communication in the community which will spread the information, provide pertinent interpretation of that information, and help to place the information in the proper context for community action.

For example: Say, the legislature of a state arranges for a proposal to be placed on the ballot of a metropolitan area comprising five counties calling for the creation of a regional transportation system around a large city which has a huge Black population which is steadily growing toward 50 percent of the city population. The local white newspapers are all for the regional transportation system, and so are the big businessmen, the politicians and all those forces controlled by business and politics. Much is made of how the new transportation system will benefit Blacks in the city who will need efficient and inexpensive transportation to the jobs in the areas outside the city. Blacks will be urged to vote for the new transportation system because, it will be argued, Black people constitute the largest group using the public transportation system as it exists.

In such a situation, the Black communications agencies have the responsibility of looking closely at the transportation proposal and providing some background and analysis beyond mere information for the people. The Black media should communicate to the people the fact that similar arguments were advanced by business and government for the creation of the network of expressways which criss-cross the metropolitan area. It was argued then, just as it is argued presently, that those expressways would benefit Black people by making it easier for them to reach the burgeoning job market in the suburbs. But the fact of the matter is that the expressways really were designed to facilitate the movement of those whites who were fleeing the city because Blacks were flexing their residential and political muscles. The expressways were designed for the convenience of the white commuters.

The Black media, then, should ask what Black people actually have to gain from a new transportation hierarchy. The Black media should probe the motives of the proposal's advocates very closely, and the Black media should pose a key question: "Is the regional transportation system the first step toward regional government in the five-county area, a step

toward the eventual neutralization of the growing political power of the huge Black population in the city?"

A magazine like BLACK.WORLD cannot function as a newspaper. That is, the magazine, being a monthly and appearing actually some two months following the/a specific event, cannot usefully provide simple information as news. However, the magazine can provide insight from a Black perspective on those events and institutions and ideas which are in the news. The magazine can commit itself to the task of keeping alive the consciousness of the Black imperative, providing the kind of commentary and analysis which are calculated to support the Black image and lead toward Black liberation. BLACK WORLD seeks to serve that purpose.

- March 1974



Congress of Afrikan People

Social Organization Council

CONFERENCE INFORMATION SHEET

The Congress of Afrikan People is sponsoring an historic event - the first Afrikan Woman's Conference - on the 5, 6, 7 of July 1974 in Newark, New Jersey. The Conference has been called as an important step toward heightening the political awareness and educational development of Afrikan Woman in order that we may more effectively strive for the unification of all Afrikan People. The World Liberation of Afrikan People is our struggle and the goal toward which we move.

And our conference is more than words well-placed. The workshops in Education, Social Organization, Politics, Health, Communications, and Institutional Development reflect our seriousness. Workshop lecturers are Afrikan Men and Women from the Americas, liberation movements, West Indies, and progressive Afrikan countries. As we come together, our working ideology has three components - Nationalism because we, as a people make up a nation, and to survive our commitment is to struggle to see that our Nation is liberated; Pan-Afrikanism because Afrikan People all over the world will be united or remain oppressed; and Ujamaa-Socialism because we will return spiritually and attitudinally to our own traditions while scientifically creating a technologically oriented modern Afrikan personality that will develop cooperative systems and collective institutions for achieving self-determination, self-respect, and self defense, and the control of the world's wealth by the masses of people in the world.

As Afrikan Women we understand that the all-encompassing seriousness of our struggle demands that we fulfill a vital and necessary role in the movement toward National Liberation and World Afrikan Liberation. We understand that this role is one that we, as distinctly Afrikan Women, must fulfill, or there will be no nation - not in the community sense, the national sense, nor the international sense.

We understand that the house, at any point in the struggle, is the smallest viable unit of the nation itself - and yet the house will not fully and completely exist until our goal is accomplished.

We understand that we will no longer deal as "individuals" - an isolationist death-slide which is suicidal at best.

We understand that our job is tremendous - but then so is our strength. And it is that strength, collectively, moving with the growth of our collective consciousness, that will insure our victory just as it insures the righteousness of our struggle.

Planning Committee
Social Organization Work Council
Congress of Afrikan People

"We must believe in Nationalism. We must believe in the justness of our struggle and the certainty of our victory. No matter how long this might take. There is no time. Only change." - Imamu Amiri Baraka

AFRIKAN WOMEN'S CONFERENCE - AGENDA 5,6,7 July 1974

Workshops*

Education 1

Introduction of Afrikan Education
How Education Shapes Your Values
Basic Curriculum and Methodology

Social Organization 1

Introduction of Afrikan Social Organization
Customs and Concepts of Afrikan People
Re-Developing Afrikan Family Structures

Politics 1

An Introduction to Nationalism, PanAfrikanism
and Ujamaa
Definition of Political Power
The Role of the Afrikan Politician
Community Organizing

Health 1

Nutrition
Health Problems in the Afrikan Community (e.g.
lead poisoning, alcohol, drugs, etc.)

Communications 1

Power of the Media
Developing Technical Skills

Education 2

Education for Self-Determination
Teacher Training
Curriculum Development

Social Organization 2

Developing Afrikan Social Institutions
Family Structures and Ujamaa (Cooperative Economics)

Politics 2

Developing Concepts of Afrikan
Political Party
Ideological Training Centers
Electoral Politics and Political
Strategy

Health 2

Health as a Revolutionary Concept
Physical and Military Training
Alternative Health Institutions

Communications 2

Communications as a Political
Instrument
Communications Institutions

Institutional Development

Foundation for Institutional Development
Institutional Administration and Structures
Self-Reliance for Institutions

*Workshop lecturers are Afrikan Men and Women from the Americas, liberation movements, West Indies, and progressive Afrikan countries.

Friday	5 July	6:00 p.m. - Midnight	- Registration
		9:00 p.m. - Midnight	- Opening Speaker, Films
Saturday	6 July	7:00 a.m. - 2:00 p.m.	- Registration
		7:00 a.m. - Noon	- Workshops
		Noon - 1:00 p.m.	- Lunch (served in workshops)
		1:00 p.m. - 6:00 p.m.	- Workshops
		6:00 p.m. - 7:00 p.m.	- Supper (served in workshops)
		7:00 p.m. - Midnight	- Workshops
Sunday	7 July	7:00 a.m. - 2:00 p.m.	- Workshops
		2:00 p.m. - 3:00 p.m.	- Lunch (served in workshops)
		3:00 p.m. - 7:00 p.m.	- Speakers
		7:00 p.m.	- Conference Adjourned

Conference Day Care Facilities for our children will be available for \$2.00 per day, per child.

AFRIKAN WOMEN'S CONFERENCE

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PRE-REGISTRATION FORM

TO:

Please register me for the following Workshop during the Afrikan Women's Conference
on 5, 6, 7 July 1974 in New Ark, New Jersey:

(first choice) _____

(second choice) _____

NAME _____

ADDRESS _____

CITY _____

STATE, ZIP _____

I enclose \$12.00 for Registration and Meal Fees (\$7.00 Registration, \$5.00 Meals).

(Make all checks or money orders payable to: CONGRESS OF AFRIKAN PEOPLE)

AFRIK HISTORY AND THE RACE STRUGGLE
(SUMMARY AND PROPOSALS)

1. Seven Afrikan countries (Ethiopia, 25,564,000 ; Mauritania, 1,200,000; Senegal, 4,020,000; Mali, 5,140,000; Chad, 3,800,000; Niger, 4,242,682 ; Upper Volta, 5,610,000) are suffering from draught, famine, disease and death.

PROPOSAL # 1

That the Midwest Regional Congress of Afrikan Peoples initiate, with great haste, Black mass based programs in the midwestern areas for giving immediate aid to our brothers and sisters on the Afrikan Continent.

PROPOSAL # 2

That from this conference a resolution for the creation of an all Afrikan relief program for the draught stricken countries be submitted to the 6th World Pan-Afrikan Conference.

2. That our best Afrikan minds seize the historical moment and begin serious study, publications, and conferences on the establishment and creation of an International Afrikan Economic Community and a United States of Afrika.

3. The history of Afrika is a history of race struggle which contains within itself a vitality and validity of its own.

PROPOSAL # 3

Publications, on a mass basis of the Black world struggle; (Afrika, Cuba, Haiti, etc.) its ideas and events, its heroes and its enemies.

PROPOSAL # 4

A special comparative study of the Afrikan Revolution with those of the European and Asian Revolutions.

THE NEED FOR A PAN AFRIKANIST ALTERNATIVE TO THE STREET INSTITUTION

By Useni (Eugene Perkins)

In most Afrikan societies the transition from adolescence to adulthood is marked by well-defined rituals and organized social processes which fulfill the aspirations of a group's particular value system and culture. It is a period of orderly maturation that allows a youth to develop his true potential in accordance with the role expectations a society prescribes for its members. The Afrikan youth enters adulthood with a full understanding of his responsibility to his community and a knowledge of his functionary role as a member of his community. But equally important, it is a period that reaffirms the functions of each institution in his community which helps to shape and contribute to his well-being. This initiation process is usually called the Foro and it is considered to be the most important period in a youth's development. The Afrikan community takes great pain to insure that each child born into its culture receives the maximum support, love and guidance.

Every child is a treasured element of the society irrespective of how it was conceived. Once it had been born a child is an accepted commodity, and the Ghanaian in his right senses with his feet firmly fixed in his traditions will do all possible to see that it grows in happiness.

Ghana's Heritage of Culture

The Afrikan proverb "Children Are The Reward Of Life" has real significance in Afrikan societies, for these societies realize that true "nation building" depends upon how successful they are in molding the lives of their children. Therefore, Afrikan societies make sure that each of their institutions are organized in such a manner a youth learns to live in harmony with the values and traditions which help to maintain and perpetuate the culture of their communities.

However, in America a Black youth experiences the antithesis of this. Instead of being directed by a set of well-defined group values, he finds himself gaining his knowledge of life in the Street Institution. The Street Institution constitutes an institution in the same way that the church, school and family are conceived as institutions. It, too, has a set of values and norms to govern and reinforce behavior. And it is in the streets where the Black child receives his basic orientation to life. The streets become his primary reference because other institutions have failed to provide him with the repertory of knowledge he needs to survive. And for a child to survive his community he must undergo a rigorous apprenticeship that will enable him to compensate for the lack of guidance from his parents and adults. The streets become his text, instructor and subject matter. The curriculum for the Street Institution incorporates many of the same courses that are found in the formal school setting. Its sociology consist of studying the so-called pathology of the ghetto. Political science is learned from the unscrupulous exploits of corrupt politicians, history from years of discrimination and economic deprivation, biology from smoking marijuana and having sex in dirty alleys, and the physical sciences are taught by learning how to endure elements unfit for human consumption.